



# MONASH REPORTER

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## Further training: Should it be made compulsory?

**Should it be compulsory that professionals participate regularly in approved updating programs to retain the right to practise their occupations?**

There is a strong trend towards mandatory continuing education in North America today. In some cases it is imposed on certain professions by State legislation, in others by the professions themselves.

Tied in with the concept of mandatory continuing education is the wider use of the Continuing Education Unit (CEU). This unit is the building block of a system which aims to measure the many forms of continuing education in such a way as to provide a common factor in describing them.

The aim is to create a simple and widely accepted framework within which individuals can build up their own records of participation in forms of continuing education which do not provide credit towards a recognised qualification.

(A CEU task force in the US has defined the key elements of one unit as being "10 contact hours of participation in an organised continuing education experience, under responsible sponsorship, capable direction, and qualified instruction".)

Monash University's Centre for Continuing Education first related the CEU to the Australian context at a national conference in 1976.

It is now proposing to follow up this conference with another, later this year. Titled "Mandatory Continuing Education: Will It Become a Reality in Australia?", the conference will be held on October 12, 13

and 14 in Management House, St Kilda.

Compulsory continuing learning is, not surprisingly, an area of controversy and uncertainty. This second conference will be seeking answers to some of the questions raised at the first.

For example, is quantification of non-credit continuing education desirable on social grounds? Can a unit of measurement be devised which recognises the involvement and effort of the learner and which respects the diversity of possible learning situations and needs?

Could the allocation of scarce resources to continuing education be made more rationally if based on some form of quantification of the "output" of an institution? Is it possible to match a form of quantification of the individual's involvement with one which is appropriate for measuring institutional effort?

The question of the social desirability of mandatory continuing education is perhaps the most controversial.

### The case for

In a position paper requested by Monash's Centre for Continuing Education for pre-conference distribution among professional groups, academics and the like, Mr D. M. Cockburn, of the optometry depart-

## Library patrons get younger every day



ment at Melbourne University, puts the affirmative case for compulsory further learning.

Mr Cockburn pinpoints the professions in which it should be requisite: those with a high intrinsic value to society and a potential for serious loss in the event of error or inefficiency, and those which are subject to changes in technique and concept which bring advantages to society.

An obvious example, he says, is the medical profession. The explosion of knowledge in one small area of this field, the eye and vision, can be gauged by the fact that there were 10,000 original publications on it in 1974.

How can the single generalist cope with this, he asks?

"The simple answer must be that specialised instructors cull the world literature, assemble pertinent information, relate it to clinical medicine and deliver this to the practitioner in an easily assimilated form," he adds.

Mr Cockburn points out that pilots accept rigid retraining requirements, with mandatory retrenchments of those who fail, to retain the standards set for the air transport industry. The

*Continued overleaf*

If you think libraries are the province of the literate then look again.

Young Rupert Hunt (left) and Justin Metherall are settling down to pursue their interests, in the latest in libraries — the toy library.

Toy libraries mightn't have the same respect for silence as their older brothers but they perform the same tasks — affording enjoyment, instruction and stimulation.

Monash has a toy library in the Krongold Centre for Exceptional Children. It is a member of the newly-formed Toy Libraries' Association of Victoria.

The Krongold Centre's library is used in work with handicapped children and their brothers and sisters. Its range of toys has been specially selected to help in the development of children with special learning needs, such as manipulation.

### Cutting costs

An increasing number of community-based toy libraries are being established also. These operate like traditional libraries with children borrowing items for a set period, thus cutting down on an expensive toy bill.

Parents have come to regard the libraries as a valuable testing ground, pre-birthday and Christmas buying, to avoid the "white elephant," and staff can give guidance on selection, organisation and do-it-yourself hints.

Other toy libraries are school-based. The new Victorian association aims at assisting parents and professionals involved in setting up a toy library and at strengthening existing ones. It plans to publish a newsletter.

For further information contact the association secretary, Mrs Annetine Forrell at 28 The Avenue, Windsor, or on 224 1341 or 96 4065 (a.h.).

## All systems 'go' for Open Day

More than 100 departments and sections at Monash are preparing activities and displays for Open Day on Saturday, August 6.

The University will be open from 10 a.m. to 5 p.m.

This year's Open Day — the tenth — has been planned on a format similar to that of last year.

Activities and displays will be designed to give visitors an overview of life and work at a large modern univer-

sity. Emphasis will also be given to providing opportunities for prospective students, their parents and teachers to meet members of the Monash staff.

In addition, a team of counsellors will be available to assist with the general problems which prospective students face, such as choice of faculty, adjustment to University life, financial assistance available, accommodation and employment prospects.

Open Day director, Mr R. R. Belshaw, said one of the purposes of

Open Day was to involve the community in what was happening at Monash.

"Monash University more than other centres of higher education, has tried to embrace the community at large in its wide and varied range of activities," he said.

This year, all faculties will participate in Open Day activities.

Despite inclement weather last year, an estimated 20,000 people visited the University for Open Day.

# Lecturers to look at Indonesia's poor

The life of the poor in Indonesian cities will be explored in three lectures to be given at Monash this month and in early August.

They form this year's series of lectures on Indonesia organised annually by Monash's Centre of Southeast Asian Studies and the Australia-Indonesia Association.

The schedule for the series, which aims to bring together for Melbourne audiences some of the many scholars scattered around Australia who have some specialist knowledge of Indonesia and interesting stories to tell, is as follows:

July 21, Lea Jellinek, "Circular Migrants: A Jakarta Vignette"

July 28, Chris Manning, "Wages and Working Conditions of Industrial Workers."

August 4, Dr Gavan Jones, "The Poor Are Always With Us: A Demographic Perspective on the Urban Poor."

All lectures will be delivered at 8 p.m. in Rotunda Theatre R4.

Lea Jellinek is a Monash graduate who has spent several years in Indonesia since 1972 closely studying the rural-urban circular migration of Indonesian people. She has written a working paper for the Centre of Southeast Asian Studies on the life of a Jakarta street trader.

Chris Manning is a Monash graduate also and a well-known former member of the Australia-Indonesia Association. He has spent several years recently in Yogyakarta working with Dr Masri Singarimbun on the rural

poor in Modjolama, then conducting research on the wages and working conditions of industrial laborers in Jakarta and other Indonesian towns.

Dr Gavan Jones is a demographer at ANU who has been working on Indonesian population problems since 1971. He has published a number of papers and articles for the Lembaga Demografi at the University of Indonesia and other institutions.

Each year's lectures are published. The 1975 series on Religion and Social Ethos in Indonesia is now available and the 1976 series on People and Society in Indonesia: A Biographical Approach is expected to be, shortly.

The price per copy is \$2.50 with a discount rate of \$2 for AIA members.

Orders should be addressed to the Secretary of the Centre of Southeast Asian Studies at Monash.

## Waterhouse art

Former Monash identity John Waterhouse has opened a new exhibition of his paintings and drawings at the Hawthorn City Art Gallery, 584 Glenferrie Road, Hawthorn.

The exhibition will be open until Wednesday, July 27. Gallery hours are 1-5.30 p.m. (Tuesday and Thursday), 1-8 p.m. (Wednesday and Friday) and 10 a.m.-6 p.m. (Saturday).

# Appeal to help establish new centre

An Elizabeth Eggleston Memorial Fund Appeal has been launched to commemorate and continue the work of this great scholar in Aboriginal affairs and to help realise one of her aims — the establishment of an Aboriginal resource centre.

The fund, set up by Monash University Council, seeks to raise \$25,000 towards financing such a centre.

Its basis would be the library which Elizabeth Eggleston bequeathed to Monash's Centre for Research into Aboriginal Affairs.

Added to these books, pamphlets and papers, it is envisaged, would be purchased material and any future donations.

If possible, librarians, research workers and archivists would be employed as resource personnel.

It would help to make the Centre for Research into Aboriginal Affairs what Elizabeth Eggleston intended it should be — the chief pool of resources on all Aboriginal questions and concerns in this part of Australia.

Dr Eggleston was director of the Centre from 1971 until her death in 1976, at age 41.

Before her appointment as director she was an academic in Monash's Law Faculty for several years. She combined work as a senior lecturer in law with her duties in the Centre.

Dr Eggleston's standing as one of Australia's leading authorities on Aboriginal affairs and as the leading scholar in the field of Aborigines and



● The late Dr Eggleston

the law, helped to make the Centre a place to which students and members of both the Aboriginal and general communities looked for information, direction, help and advice.

The work of the Centre has been continued by its new director, Mr Colin Bourke.

Donations of whatever size are welcomed for the Memorial Fund. Those of \$2 and upwards are tax deductible.

Cheques should be made payable to Monash University and sent to the chairman of the Centre for Research into Aboriginal Affairs, Professor P. L. Waller.

Monash University staff members may authorise deductions from their salary over a period of up to 12 months. A special form authorising this is available from the Finance Development Officer in the University Offices.

# Coup exile to speak here

A key academic and banking figure in Thailand before the coup there last year will speak at Monash University this month.

He is Dr Puey Ungphakorn, formerly rector of Thammasat University in Bangkok and now living in "political exile" in Britain.

Dr Puey will deliver a lecture on the politics and economics of development in Thailand since 1945 on Tuesday, July 12 at 11 a.m. in room 515 of the Menzies Building.

Dr Puey's visit to Australia is being sponsored by the Australian Union of Students.

Educated at Thammasat, then later at the London School of Economics, Dr Puey played a notable role in World War II when he joined the British Army and was selected as the leader of the first party to be air-dropped into Thailand behind Japanese lines.

He was captured, but as a POW was able to establish a secret network in Bangkok.

In post-war Thailand he held several important banking positions and was appointed finally as Governor of the Bank of Thailand.

Historians credit him with doing much to reform the Thai budgetary system and attack corruption and inefficiency.

He is seen as being a man of impeccable integrity when others around him were less so.

More lately as an academic he is said to have given the same leadership and inspiration in the educational sphere.

# C.E.: The case against

Continued from page 1

reason for this is readily acceptable: the awesome effect of pilot error.

But, he argues: "Has the inefficient health worker any less potential for creating human misery and tragedy because his errors do not explode in a single conflagration?"

"Can we put a value on the effect of a miscarriage of justice? Is there a measure of the cumulative effect of inappropriate early school teaching on the development of our future citizens?"

"There are some professions where the obligation to continue with education is so important to the community that it cannot be left to the whim of the professional himself."

Mr Cockburn says that the acquisition of knowledge and skills prior to graduation is compulsory. Is there a moral difference in requiring evidence of continued education as a requisite for re-licensing?

He claims that there would be no question of a "loss" of rights if re-examination for re-licensing simply became another clause in the contract between the person newly entering a profession and the society he serves.

Introducing a retrospective requirement for existing practitioners is another matter, he acknowledges.

But, Mr Cockburn contends, if the value of continuing education to society can be established, then society has the moral right (and without question the legal power) to impose this requirement on professionals.

In another specially requested paper, Dr Elizabeth Sommerlad, of

ANU's Centre for Continuing Education, puts the opposing view. But her stance is far from that of, say, the conservative professional jealously guarding notions of "integrity".

Dr Sommerlad says that compulsory re-certification is potentially socially undesirable as its main impact may be to reinforce professionalism and to contribute to the increasing mystification of the professional's expertise and his claim to be all-knowing in his field.

She says that completing a CEU offers no guarantee that professionals will be more competent nor that they will serve their clients more effectively.

She says: "Experience, at both child and adult levels, has clearly demonstrated the inutility of compulsion in the learning process. While professional groups may decry the lack of interest shown by members in continuing education, compulsion serves only to conceal from the leadership the real state of commitment to the kind of continuing education that will in fact contribute to competence and ensure a better service."

"The answer may lie, not so much in requiring accumulation of continuing education units to meet re-certification demands, but in changing attitudes of professionals in their initial training so that they see education as a lifelong process."

Later, she says: "The most important need from the public's stance may well be for the formulation of public policies which limit the power of professions in society. Unless continuing education is itself a re-educative

process which challenges the underlying values and prevailing ethos of the professions, refresher programs are unlikely to significantly change the professions' view of their role in society and their self-serving orientation . . .

"Continuing education, within university structures, is likely to represent 'vertical' concepts of knowledge, based on traditional disciplines, and building on currently owned knowledge."

"More relevant programs in continuing education would reflect a 'horizontal' interpretation of knowledge, fostering cross-professional linkages and meeting the emergent needs of society."

Devising a method of measurement for continuing education is another thorny question the conference will tackle.

It might be easy enough to measure quantity in contact hours, but how do you measure the quality of that quantity, critics ask?

Leo Parker, syndicate leader of the Australian Administrative Staff College, takes a pessimistic approach.

He says: "The learning experience is a many-splendoured thing, and 30 contact hours in a well-run activity may for one person be a deeply moving and rewarding experience. For another the same exposure may mean nothing."

A further question raised at the first conference takes the extreme, pessimistic view: To what extent is the CEU a "marketing gimmick" aimed at "selling" more courses?

For copies of the position papers and further information on the conference contact Dr J. McDonnell on ext. 3716 or Mrs B. Brewer on ext. 3719, in the Centre for Continuing Education.

## Library has cost troubles:

# Likely deficit about \$152,000

The Monash University Library appears likely to be overdrawn by about \$152,000 at the end of this year.

This information is contained in a recent report from the General Library Committee to the Professorial Board.

The committee has asked that the Council Finance Committee permit the deficit.

The Professorial Board has urged the Vice-Chancellor and the Committee of Deans to examine urgently means of increasing the Library's budget. It has proposed that future policy should be to maintain the present high standard of the collection as a vital part of the University's teaching and research.

The library attributes its anticipated deficit to three factors.

First, it says, the cost of books and periodicals has been rising steadily.

Secondly, last November's devaluation hit the Library as the bulk of the year's periodical subscriptions were due to be paid, and a heavy load of orders, resulting from supplementation received in August, was in the pipeline.

Thirdly, as the University attains a steady state, the Library's share of the overall budget is falling.

The committee points out that the expected deficit of \$152,000 will be reached despite austerity measures already implemented.

These include the freezing of seven staff positions in a total of 189; reduction of casual and overtime spending by \$50,000 resulting in reduced hours of opening; cancellation of 800 titles in periodical subscriptions, to the amount of \$45,000; reduction of binding by

\$14,000 from \$120,000; restriction of new book ordering to emergency purchases and standing orders only.

The committee strongly urges that an attempt be made to find necessary funds elsewhere.

Should this be impossible the anticipated overdraft could be eliminated by taking the following steps:

- Transferring a \$40,000 commitment for periodical back sets to the UC equipment vote.

- Reducing the staffing budget by \$50,000, the amount being held in reserve for possible inadequate supplementation. This could create serious problems at the end of the year.

- Halting all further orders, unless of the highest urgency, for delivery this year. This would continue the existing freeze, saving \$50,000.

- Reducing standing orders by \$12,000 to affect specifically the Main Library's core collecting program.

But, the committee warns, should there be no increase in the level of financial support given to the Library in the next three years, the effects will be drastic.

By 1980, this could be the picture:

- 3500 periodical subscriptions cancelled out of a total of 13,000;

- Book intake reduced by half

- Binding at less than 60 per cent of present levels, with resulting loss and deterioration of materials;

- Maintenance reduced by 40 per cent;

- Staff reduced by one-fifth, achieved through natural attrition, internal transfer and, where possible, the refilling of vacant positions at a lower level.



Dean of the Science Faculty, Professor J. Swan (third from left), welcomes Chinese visitors (from left), Wang Shou-Wu, Tung Ti-Chou, Tsien San-Chiang and Wang Ying-Lai.

## Chinese science academy members visit Monash

Four of China's most senior and distinguished scientists visited Monash University recently.

The visit was part of an Australian tour, the purpose of which was to conclude discussions concerning a bilateral science agreement between the Chinese and the Australian academies of science.

It follows a recent tour of China by a delegation of Australian scientists.

During a two-day stay in Melbourne, the Chinese scientists visited Monash and Melbourne universities and CSIRO.

At Monash they were welcomed by the Dean of Science, Professor J. M. Swan and then broke into specialist interest groups.

Their talks covered work being done at Monash in the areas of biochemistry, genetics, electrical engineering, physics and water treatment.

Heading the delegation was Tsien San-Chiang making his first visit outside China in about 15 years.

As Deputy-Secretary General of the Academia Sinica, Tsien holds one of

the top scientific posts in his country. A physicist by training, for some time he was Head of the Institute of Atomic Energy in China.

A second physicist in the group, Wang Shou-Wu is Deputy Director of the Institute of Semi-Conductors in Peking.

A third member, Tung Ti-Chou is a biologist and one of the most distinguished elderly scientists in China.

At 75, however, he is mentally very alert. His current work concerns the effect of cytoplasmic ribonuclei acid on nuclear development in fishes.

The fourth member was Wang Ying-Lai, Vice-Chairman of the Institute of Biochemistry in Shanghai and internationally recognised for his work on insulin.

Wang was responsible for establishing a fine chemicals factory at his Institute, which made Chinese scientists relatively independent of external sources for supply of expensive chemicals. He recently visited the USA.

The scientists were accompanied by Tsien Ho, interpreter and secretary of the Academia Sinica.

and their own reality," she says.

Lesley, a feminist, believes that the most exciting art in Australia and internationally is being produced today by women.

She is involved with the Women's Art Forum, a Melbourne-based group of female artists who meet regularly. The Forum is building up a slide register of the work of local women artists.

Lesley says: "I think women are seeing more positive challenges in society and are thus producing a richer, more exciting kind of art. They are also exploring their own history in relation to art."

Does she believe in a peculiarly female sensibility and a female imagery?

"It's an interesting and challenging proposition, but, no, not really, I don't."

"I do, however, always want to know the sex of an artist whose work I am viewing. It can help in understanding."

Lesley believes that the prominence of women artists in Australia is not a recent development, however.

They were producing the best work in Australia as early as the 1930s, she says. They were neglected, however, like women achievers in many other fields, she adds.

She sees one of the academic roles of an art history and appreciation department, such as visual arts at Monash, as perhaps doing justice to history by researching and documenting the work done by these women artists.

Lesley, 35, has lived in Melbourne all her life. She studied at RMIT and later taught in secondary schools and at Prahran College.

Since 1969 she has been a full-time artist and has held seven one-woman exhibitions.

Her work has been shown in Melbourne (most recently at the Powell Street Gallery), Sydney, Brisbane and Canberra.

At Monash she will continue her own work as well as consult with students and staff, forming the valuable link between an art practitioner and its students.

## 'Women make dynamic contribution to our art'

An abstract painter who believes that fellow women artists are making the most dynamic contribution to Australian art, is Monash's new artist-in-residence.

She is Lesley Dumbrell who will be with the visual arts department until the end of the year.

Lesley works daily in the department's studio, a little divorced from the world because it has no outside window, but "at home in the space now that I have finished a work here."

The work hangs on the studio wall, a large linear piece, one of a planned series of four.

In rather clinically descriptive terms, it consists of a set of short colored lines, paralleled and angled on a white background. In it, she says, she is exploring the color white, "something I haven't done before."

Lesley's work has been described as optical art. She begins each piece using a ruler and pencil.



"I am an abstract artist but my work is all based firmly in reality," she says.

She indicates the one on the wall: "In a way, that's a landscape."

She lives across from the bay in Sandringham and in the work she has attempted to capture the rhythms and patterns of light and water she sees daily.

But Lesley is hesitant about "interpreting" her art.

"The beauty about abstract work is that it allows an individual reading of reality. The healthy thing is that viewers can read a work at different levels, bringing to it their own feelings

# Attack on 'higher' illiteracy

"Higher illiteracy": It's a term used to describe the increasingly discussed phenomenon of tertiary students who have difficulty with English expression.

A "sure-fire" remedy focussing on more, formal grammar often accompanies such discussion.

But intoning a simplistic slogan like "return to the basics in the schools" is not going to raise the standard of students' English, according to lecturer in the use of English with Monash's Higher Education Advisory and Research Unit, Mr Gordon Taylor.

Nor is having a "remedial teacher" in the university mount a rearguard action with the weapon of formal grammar.

Sure enough, the "service" English specialist needs to know and be able to use grammar, Mr Taylor says, but he cannot teach simply by passing that knowledge and skill on to his students.

The problem is deeper than that and one thing the specialist must do is help clear a path through the thicket of spelling mistakes and verbless sentences to the underlying difficulties of expression in a student's writing.

It is a job which needs close co-operation between subject specialist and English specialist, he says.

Mr Taylor deals with this issue in a paper titled "Coming to Terms with English Expression in the University", published recently by HEARU.

Poor English expression, he contends, is often bound up very closely with a student's confusions about the content and rhetoric of his various disciplines.

He says that one of the most serious barriers some undergraduates face when they come to write an essay is that the only model they have to go on is the writing they did for their English teachers, which may be quite inappropriate for other disciplines.

They have never had the opportunity to develop the flexibility needed to attack differing kinds of academic discourse.

He says there are precise connections between certain semantic confusions and certain grammatical errors.



Gordon Taylor . . . 'co-operation needed'

For example, law students find it difficult to co-ordinate the clauses of their sentences grammatically because they get caught between their "lay" and "legal" opinions in setting up the premises of an argument.

Tense and aspect collapse in the writing of engineering students, unused to handling sequences of time, when they are asked to survey a problem in the history of structural design, say.

How, then, to successfully attack this "higher illiteracy"?

Mr Taylor says that neither the academic staff nor a full-time grammar teacher can do much alone.

He says: "What is needed is to develop procedures by which they can co-operate.

"The subject specialist brings his implicit ability in the method and language of his discipline; the English specialist his ability to analyse language and describe the errors . . .

"The English specialist may, through his study of students' writing, be able to point out some aspects of a discipline which cause trouble; he in turn can be saved from the pitfalls of misrepresentation and oversimplification in his writing courses by the intervention of the subject tutor."

But Mr Taylor warns that attention to language should be integrated into subject curricula.

"To draft some groups of students into an extra-curricular program in which the academic department concerned takes no more than a formal interest is to court suspicion and apathy," he says.

## Alex. \$20,306 up

The Alexander Theatre ended last year with a surplus in total funds of \$20,306.

This information is contained in the Alexander Theatre Committee's annual report tabled at a recent Professorial Board meeting.

During the year the Alexander made \$35,915 from theatre hire and \$10,218 from other sources.

Funds overdrawn on presentations as at December 31 amounted to \$25,827, leaving a surplus of \$20,306.

Of the funds overdrawn on presentations, however, \$25,183 was carried over from the previous year. The deficit on 1976 productions was \$16,344 less \$15,700 in salaries transferred to grants, leaving a loss of \$644.

Figures show that the Alexander Theatre was used on one more occasion than there were days in the year: 367. A total of 80,000 people attended performances in the theatre.

University activities accounted for

71 per cent of the theatre's use. These activities were primarily productions sponsored or supported by the Alexander Theatre Committee and student presentations.

Of these, the biggest money-spinner was the summer pantomime *Jack and the Beanstalk* which was staged by the student Pan Pow Co-operative with the assistance of the Committee. It made \$2510 and achieved a 71 per cent seat capacity.

The Alexander Theatre Company's production of *What the Butler Saw* recorded the largest deficit of the year's presentations, at \$11,959.

However, at 15 per cent, its seat capacity was nine per cent up on *Cass Butcher Bunting*, the winning entry in the theatre's playwriting competition.

On "Cass" the annual report says: "While the critical response was not unfavorable, audiences were clearly

A new psychology book edited by two Monash academics

# Just how Australian psychology

## 'Only little local content'

Australian psychologists are showing less interest than our anthropologists, sociologists and biologists in pursuing research on problems peculiar to this country, according to the chairman of the psychology department at Monash, Professor R. H. Day.

Professor Day makes this comment in a chapter titled "Psychological Research in Universities and Colleges" he has written for a new book, *Psychology in Australia: Achievements and Prospects*.

The book, published by Pergamon Press, was edited by Monash Education Faculty staff members, Professor R. Taft and Dr M. Nixon.

Professor Day says that, while good work has been done on the psychology of the Australian Aboriginal and the behaviour of Australian marsupials has been investigated, such research does not form a large part of the total being carried out.

He says, though, there is no lack of interesting and challenging Australian aspects to be researched.

Professor Day says that Australian psychologists are concentrating their efforts in the traditional areas of research — in human experimental psychology (examining processes such as learning, perception, skills, motivation, language, memory and thinking), social psychology and personality.

They are tackling the same sorts of problems as their counterparts in Europe and North America, he adds.

Professor Day bases his conclusions on a survey of reports published in Australian and overseas journals, contributions to conferences and listings of higher degree research topics, and contact with heads of psychology departments in Australian universities. He warns, however, that this approach may not have covered the whole field of psychological research.

Professor Day expresses concern about the "dearth of research" in clinical psychology, given the current importance of finding solutions to problems in abnormal behaviour and adjustment.

Applied psychology would seem to warrant rather more attention and vigorous effort than it is currently being given, he says.

reluctant to spend an evening in a coalmine.

"However the competition itself evoked a lively response and helped make playwrights from all parts of Australia aware of this theatre's existence."

The report nominates *Waiting for Godot* as perhaps the most acclaimed production of the year. It made a profit of \$2090 on its Arts Council tour of Victoria, \$99 on its Adelaide Festival season and \$60 on its Alexander Theatre season.



Co-editors of the new psychology book, Dr M. Nixon

## 'We're dinki-d'

How much are Australian psychologists the product of their environment?

Two of them, Professor R. Taft (of Monash) and Mr K. F. Taylor (of Melbourne University) have been recently examining the question of how closely Australian psychology relates to its cultural context. They have published their ideas in a chapter, "Psychology and the Australian Zeitgeist," of the new Pergamon Press book, *Psychology in Australia: Achievements and Prospects*.

Professor Taft and Mr Taylor make seven points about the "essential Australia" and relate them to

Peter Oyston directed the play for the Alexander Theatre Company.

Oyston is directing *The Cherry Orchard* and *The Crucible* for the company this year. The report says this "augurs well" for success.

It continues: "The committee is firmly of the belief that a professional presence on the campus is beneficial not only in terms of the contribution it makes to the cultural life of the University and the surrounding community, but also in the stimulation it gives to student theatre."

# Australian is psychology ?



ixon (seated) and Professor R. Taft.

## psychologists'

Australian psychology.

These are the connections they make:

Australians live their lives almost entirely within the framework of their own city and, to a lesser extent, their own State.

This, the authors suggest, has been good for the psychology business. A full range of services has been built up in each State, increasing employment opportunities. A high degree of urbanisation provides an environment in which psychological services tend to flourish, too. On the other hand, there has been a lack of co-ordination, and the psychology community is in danger of

becoming isolated, inbred and provincially self-satisfied.

Australians are more concerned with practical than theoretical issues, and therefore, are not greatly interested in abstract ideas.

The authors point out that Australian psychology has so far failed to produce a theory which commands international recognition. This is not to say our psychologists are not interested in theory, they caution.

Australian society is heavily male-dominated.

While 60 per cent of students in university psychology courses might be female, the authors say, there is a dearth of them in top academic jobs. A few recent appointments could indicate that the times are changing, however.

Australian democracy combines informal interpersonal relationships with formal organisational behaviour.

As an example, the authors look at the activities of the Australian Psychological Society. At annual conference time there are invariably many lively informal parties, they say. Yet, in meetings, codification, certification, registration, accreditation and the like are all debated with an enthusiasm which seems strange for a group with such relaxed interpersonal relations.

The social class differentiation is relatively narrow.

Homogeneity, the authors contend, leads to a distaste of affectation and assertive idiosyncrasy. It has been noted that Australian psychologists sometimes make the mistake of spoiling good work with an uninspiring style. Egalitarianism can also cause hostility towards the innovator, far ahead of the field.

Australia is an affluent society.

Professional psychology is usually viewed as a national luxury to be pursued in societies which have met the more basic needs, the authors say. Psychology is well-developed in this country, they further point out.

Australia is a relatively new society without a clear cultural identity.

Australian psychology is strongly influenced by the psychologies of America and Britain, the authors contend. Australian psychologists have made few contributions specifically Australian in character.

## Enrolments now open for Union creative arts, crafts classes

Enrolments are now open for the Union's creative arts courses to be run in the second half of this year.

Classes will be available in pottery, stained glass windowmaking, Japanese ink painting, watercolor painting, life drawing and painting, Chinese painting, weaving, spinning, sewing, macrame, jewellery making, typing

and pioneer furniture making.

Skilled craftsmen or instructors conduct each course.

Priority in enrolment is given to Monash students and staff but any class not full when it is due to start will be open to the public.

For further information contact ext. 3180 or 3144.

## Call for inquiry on workforce entry

The Careers and Appointments Officer at Monash University, Mr Warren Mann, has called for a national committee on entry into the workforce to be established.

Mr Mann says there is a real need for constructive thought and planning on the whole question of transition from education to work, especially at a time when the nature of the demand for labour is changing rapidly and in ways unprecedented in history.

The problem of unemployment and underemployment, he suggests, has deeper roots than can be ascribed to passing economic difficulties.

Writing in his office's publication, *Careers Weekly*, Mr Mann says: "If a committee on entry to the workforce, with the widest possible terms of reference, succeeded in its task, its report could have profound effects both on education bodies and on employing authorities, and provide both with the starting point for much-needed reviews of their policies and practices."

Mr Mann criticises the terms of reference of the two committees off currently reviewing post-secondary education in Australia, and says their recommendations "cannot be expected to touch more than the surface of the problems".

In his article Mr Mann raises three issues which, he suggests, the committees are not facing.

The points he makes are:

● There is a growing need for positive action to establish new attitudes in the community, and es-

pecially among young people in the course of their formal education, which are related to the real purpose of education as a preparation for life, to replace those, developed during a generation that found no real need for thought about the matter, which see education as a preparation for work and specifically for a first job.

● The rapid growth in the proportion of new entrants to the workforce who have tertiary qualifications makes nonsense of the widely-held assumptions of what jobs are or are not "suitable" for them. Further, the general rise in the level of education among the successive cohorts of new entrants demands a radical revision of the concepts of relationship between education and work.

● There seems to be an imbalance between the content of courses being provided and the real educational needs of students and of the society within which they must make their careers. These gaps appear to be particularly serious in those branches of study which give the appearance of, and encourage the expectation of, vocational relevance.

Mr Mann warns that until the education system and the employment market tackle these problems the education system can expect political pressure such as is being applied currently.

He adds: "Since such pressure reflects the beliefs of the community, however superficial and invalid they may be, it will be necessary not only to find solutions but to have them understood at all levels in the community."

## Geneticists to meet at Monash in August

Geneticists from throughout Australia will be gathering at Monash University next month for the 24th general meeting of the Genetics Society of Australia.

The meeting will be held on Friday, August 26 and Saturday, August 27.

Each day's session will start with a guest lecture.

The first will be delivered by Professor Alan Robertson of Edinburgh University on "Evolutionary Problems Posed by Repetitive DNA".

The second will be given by Dr David Hayman of Adelaide University on "Cytogenetic Studies of Marsupials."

More than 40 other papers will be delivered at the meeting and

demonstrations will be given also.

In the two days preceding the Genetics Society meeting, a new organisation, the Human Genetics Society of Australasia, will hold its inaugural meeting at Monash.

The program will include an address by Professor M. J. D. White, papers, a cytogenetics workshop, and a combined session with The Connective Tissue Society of ANZ.

For further information on the Genetics Society meeting contact Dr D. Smyth in the genetics department at Monash.

For further information on the Human Genetics Society meeting contact Dr M. Garson in the Melbourne University medicine department at St Vincent's Hospital.

## Sperm donors sought

Sperm donors are being sought among Monash males by the reproductive biology unit of the Royal Women's Hospital for its artificial insemination (AID) program.

The unit says that obtaining such donations is "vitally necessary."

It points out that, with long waiting lists for adoption, artificial insemination is commonly requested by childless couples where the male is the infertile member. The unit estimates that this is the problem in 25 per cent

of cases of infertility.

It says that 10 per cent of all marriages are infertile.

Donations are collected over a short period — about six weeks.

Donors receive \$10 a specimen to cover travel costs.

Donations are always a matter of absolute privacy.

Prospective donors are required to have a physical examination, semen analysis and certain blood tests. For an appointment phone 347 1233 ext. 2371, 9 a.m. to 4.30 p.m. Monday to Friday.



Judith Wright receives her degree.

## Monash honors top poet

Australia's "best known and most widely respected living poet, both in this country and overseas" has been awarded an honorary degree by Monash University.

She is Mrs Judith Wright McKinney, who was so described by the Deputy Vice-Chancellor of Monash, Professor W. A. G. Scott, in his citation address.

Judith Wright, as she is perhaps better known to a generation of Australian poetry readers, received a Doctor of Letters *honoris causa* degree at a recent arts/education graduation ceremony.

Professor Scott said that Judith Wright, "a fifth generation Australian on one side and a fourth generation on the other", had not only given pleasure to many people through her writings but had contributed greatly to "our understanding of ourselves and our country".

"Her own poetry will remain part of our spiritual and cultural heritage," he said.

Born in New England, northern New South Wales, Judith Wright has spent most of her life in the country, for some years in Queensland.

During the 1940s her first poems were appearing regularly in the quarterly *Meanjin Papers* and from time to time in the *Bulletin* as well as other periodicals in Australia and abroad.

Her first volume of poetry, *The Moving Image*, appeared in 1946. This was followed in 1949 by *Woman to Man*. Many others have followed.

Professor Scott said it was clear from the start that "here was a poet whose work was modern, original and distinctively Australian."

He continued: "(Hers) is a poetry of exploration and probing. As a result it has not been repetitive and accumulative in the same mode but has developed and changed in response to her changing awareness."

Professor Scott said that Judith Wright, to use her own word, had "absorbed" Australia and her poetry gave evidence of an "intensity of feeling for the land, its history, its legends and its people".

It was not surprising, therefore, that despite her distaste for publicity, she had worked actively for many years as a conservationist.

# 'Give us our just dues' poet urges universities

Universities and libraries were betraying writers by refusing to pay them "just dues" on the use of photocopying machines.

The celebrated Australian poet, Judith Wright, said this at Monash recently. She was addressing an arts/education graduation ceremony.

Universities and libraries were the "very people" who should be protecting writers' interests, Judith Wright said.

"Both authors and universities live by books and to contribute to doing away with books and publishers seems at least short-sighted," she added.

Judith Wright explored the link between poets and universities in her address.

She said poets were grateful to educators; "you have let us in, kept our best work from forgetfulness and decay, put up with our unregenerate ways, and done us honour."

As well as providing an audience for poets, educators were co-fighters in the

cause for freedom of thought and speech.

But, she said, there were essential differences between educators and poets.

She said: "Poets and writers are the remaining freelancers of society."

"We are not truly employed by any government or institution, even when we accept their grants and fellowships. An Australian poet, Noel Macainsh, has called us 'the workmen no-one employs' — he himself, by the way, now works within a university."

### Welcome 'un'-employment

"But instead of pitying ourselves for our condition, I think we welcome it. To be employed is to accept certain limitations and prohibitions, and poets cannot accept censorship. It is not possible to be both a poet and a mouthpiece of the State, or of any other interest, and though some poets have tried it, the Muse rejects them."

"Often of course, we have looked like educators. Yet educators and poets are by no means the same thing."

"Writers can work in holes and corners, in twilight and even in the dark, but educators must earn their living in the limelight. In the end they always have to answer the question: 'What are we taxpayers and governments getting out of the education we are paying for?'"

"At least one Australian premier has just asked this age-long question, perhaps with menacing implications for educators."

"We poets can take up whatever cause seems good to us; we are not expected to conform to direction and keep a still tongue. But today the pressures towards conformism, utility and the acceptance of a norm are very strong."

"Universities are employees of society in a way in which writers are not, and must abide its question. I think they face a danger now and in the future."



## Polish books donated

The Polish Academy of Sciences has donated a set of 113 books to Monash University.

The books, mostly in the Polish language but some in English, cover the great works in Polish literature from its beginnings in about the 14th Century to today. In addition to literary texts, the collection includes critical works and reference volumes.

Mr W. Kapuscinski, (pictured right), from the Polish Embassy in Canberra, visited Monash recently to hand over the books to the Chairman of the Russian department, Professor J. Marvan (left).

The collection is now in the Main Library.

Mr Kapuscinski said there was a growing interest in the study of the Polish language and literature in the West. More Polish writers were being

translated into English, he said.

He attributed the surge of interest particularly to the signing of the Helsinki Agreement which encouraged greater cultural interplay between East and West.

Polish has been available as an HSC subject in Victoria since 1975. About 40 students take it each year.

During the visit Mr Kapuscinski raised the possibility with Professor Marvan of the Polish Academy of Sciences co-operating with Monash in conducting research and publishing findings.

Among subjects which could be studied was the most effective way of teaching Polish in English speaking countries, they agreed.

The Academy of Sciences co-ordinates research work in Poland.

## Baroque art under review

Two visiting American art historians will deliver public lectures on Baroque art at Monash this month.

They are Professor Charles Dempsey, of Bryn Mawr College, and Dr Elizabeth Cropper of Temple University.

Both are noted scholars and have published articles in international art history journals.

Professor Dempsey is currently a visiting scholar in the fine arts department at Melbourne University.

He will speak on "Coloristic Experimentation in the Creation of Baroque Style" on Thursday, July 14 at 1 p.m., in lecture theatre H2 of the Menzies Building.

Dr Cropper will speak on "Pietro Testa: Lucca, Liberty and the Pursuit of Happiness" in the same venue on July 21 at 1 p.m.

## 3MU on FM

The Monash Union radio station 3MU plans to take to the FM air waves soon with a four-hour Sunday night program.

The program will be broadcast over the RMIT Union-run station 3RMT (1027MHz).

It will go to air between 10 p.m. and 2 a.m.

## Gross defeat?

Has another blow been struck by the rugged fighters against physical fitness?

Noticed in a recent issue of the Newcastle University publication, *University News*, was the following volleyball result:

Abominables 2 defeated Keep Fit 0.

The sheer weight of numbers, perhaps?

# The case against student loans = financed education

## Of Nirvana and chimeras

Sir: Speeches at graduation ceremonies are seldom very inspired but their normal banality might have been safer for Professor Porter than the flight of heavy-handed economic fancy with which he favored a recent batch of graduating economists, as reported in the last issue of Reporter.

Professor Porter advocates a students' loan scheme of such horrendous proportions that it "would eventually remove most of the tax burden of tertiary education from the general community". This, he tells us, would remove one source of inequality from the community because, while everyone at present pays for tertiary education in taxes, by no means everyone takes advantage of it. A second benefit would be an increase in the degree of student control over the allocation of educational resources because in a "market-oriented tertiary system" students would force academics to teach them what they wanted to learn and not what had been dictated by educational elitists.

The present system of tertiary education may indeed, as Professor Porter suggests, favor those from a higher socio-economic group rather than the average taxpayer, but, if this is really so, a normal person, and possibly also the disadvantaged average taxpayer, might think that the proper solution was to extend the opportunity of tertiary education to the whole of the community.

Professor Porter's scheme would have exactly the opposite effect.

In 1976 the identifiable cost of an Arts student's tuition at Monash was about \$2000 a year. If fees were introduced which were meant to cover most of the running costs of the University, a three year Arts course would cost more than \$6000 and the figure for some other faculties would be much higher.

Only a very small proportion of the present student population could afford to pay this in cash, and a considerable number (particularly, one would expect, older students) would be discouraged by the prospect of a heavy debt to be paid after graduation. With this system, we are told, we would be "restoring individual liberty to the potential beneficiary and ultimate financier of education".

This is an obscure statement. Who are, or would be, the potential beneficiaries and ultimate financiers of education? Are they the Clayton factory workers who, Professor Porter tells us, are at present providing money for classics, fine arts, and the like?

If they are, then the benefit they are to enjoy will certainly be potential rather than actual as under the proposed reform the educational prospects of a Clayton factory worker, and his wife, and his children, would be commensurate with their position on the economic ladder.

If, however, the beneficiaries and financiers are the students themselves, then they are going to be hoodwinked, and in no mean fashion; not for them

any restoration of individual liberty (who took it away in any case?), on the contrary in the Porter nirvana they are going to lose their present freedom in choosing courses and be restricted to such courses as will give them a sufficiently lucrative job to repay the money they have had to borrow.

This takes us to Professor Porter's second benefit which is equally a chimera. Certainly a student choosing his course under the shadow of a loan of several thousand dollars is going to choose differently from a student at present, but is the former's choice going to improve universities? Professor Porter appears to think that some sort of consumer sovereignty would apply, and perhaps it would, but we must identify the consumer.

It would not be the unfortunate student who would have to be as certain as possible of his future employment; it would be firms and institutions who would be delighted to advise a student on courses which would lead, several years later, to the job so necessary to keep him financially solvent.

Does Professor Porter imagine that they would be interested in the "generation of spirited and truly independent (sic!) graduates" which he hopes to produce? Does he think that they would "never allow restrictions on the freedom of trade in ideas" which he enunciates as an academic ideal in his concluding remarks?

I expect that the graduating

economics students were much too overawed and polite to accord Professor Porter the reception his speech deserved. Possibly Clayton factory workers might have been more honest.

G. G. Betts, Classical Studies.

## 'Like throwing out the baby'

Sir: Professor M. G. Porter tells us (Reporter, June 7) that students are "locked into" "inflexible courses" and are forced to submit to "dated and unduly rigid lectures."

I do not pretend to know if this is in fact the lot of the economics student, but to do away in effect with academic freedom in order to improve lecturing techniques is to throw the baby out with the bath water. And the death of that hard-won freedom is precisely the end that the Porter proposals will have.

His fine ideal of "reducing somewhat the monopolistic control exercised by education elites" really means that the lecturing staff will be told what to teach, and how to teach it. Two of the pillars of academic freedom are immediately toppled.

Professor Porter does not mention research, but the logical corollary of his concern with what he calls "educational resources" and making our tertiary system "market-oriented"

## Proposals sought for in-service programs

Monash's Centre for Continuing Education has called for submissions from departments and individuals for 1978 in-service education programs for school staff.

The Centre is particularly interested in encouraging programs which are regionally based.

The Centre channels proposals to the Victorian In-Service Education Committee which has stated recently that submissions should be made by August 1.

Approved activities receive funding under the Development and Service Program of the Schools Commission.

Director of the Centre for Continuing Education, Dr J. McDonell,

points out that separate funding is available through the regional offices of the Education Department for in-service activities which are designed to be held in particular areas of Victoria rather than for participants from all areas.

Dr McDonell says: "This Centre is particularly keen to promote activities for professionals, such as teachers, who are somewhat disadvantaged by their inability to attend continuing professional education activities which are city-based.

"In addition there is much to be said for promoting the 'Monash image' in country areas — particularly in schools."

## SCHOLARSHIPS

The Academic Registrar's department has been advised of the following scholarships. The Reporter presents a précis of the details. More information can be obtained from the Graduate Scholarships Office, Ground Floor, University Offices, extension 3055-3073.

Hungarian postgraduate scholarships 1977/78. Tenable 3-12 months. For graduates in any field. Benefits include monthly allowance, fees, internal travel, small flat. Applications close in Canberra, July 11.

German Government scholarships 1978/79. For advanced study in German institutions. Scholarships: available to honours graduates who are Australian citizens. Value: DM 750-900 per month, other allowances. Travel grants: available to Australian Postgraduate Research Award holders. Value: Return economy air fare. Closing date July 15.

N.H. and M.R.C. public health travelling fellowships

Valued at \$10,000. Tenable for one year, for graduates. Applications close with Academic Registrar on July 25.

Australian-American Educational Foundation East-West Centre Scholarships 1978/79.

The Centre is at the University of Hawaii. It deals with problems of cross-cultural communication, population dynamics, culture and language learning, food systems, technology and development. Value: living expenses plus allowances. Applications close August 1.

Anti-Cancer Council of Victoria — Robert Fowler travelling fellowship

Valued at \$3,000, for study of all clinical aspects of cancer treatment and diagnosis. Applications close August 1.

Nestlé Paediatric travelling fellowships 1977 awards

To pay overseas travel expenses for a paediatrician temporarily taking up a hospital post, attending paediatric meetings or studying a problem at some overseas centre. Applications close August 12.

Commonwealth scholarship and fellowship plans awards — Sri Lanka — 1978

For graduates under 35. Benefits include living allowance, fares, fees, medical expenses. Applications close at Monash August 19.

Walter Burfitt Prize

This prize of \$150 is awarded to the worker (or two workers in collaboration) in pure or applied science, resident in Australia or New Zealand,



must be that the market-place and not the interests of scholarship shall determine what shall be investigated.

"What is good for General Motors is good for the U.S.A.," runs the saying epitomising consumer-oriented pro-business philistinism. Let us hope that Monash, its students and staff will resist any attempts to turn education into a neatly-packaged, tariff-unprotected, economics-faculty-approved, saleable commodity.

S. J. Bastomsky  
Classical Studies

## ... and more on 'higher' illiteracy

Sir: Thank you for quoting so generously from my graduation address at the Preston Institute of Technology in your issue of the Reporter of June 7, 1977.

My gratitude is, however, tempered with some concern that editorial freedom exercised in the opening paragraph of your report may have led some of my colleagues to believe that I actually said "Hopefully the recommendations of two current committees of inquiry . . . would not provide an excuse for governments to further cut education expenditure."

I would not, in my right mind, say this, because it would imply that I believed such recommendations were capable of carrying out an activity of providing an excuse, hopefully, in the same way as I might apply for a research grant, hopefully; it would also suggest that I would needlessly split an infinitive.

What I did say, with some hesitation about the word "cutbacks", was "I . . . hope that their recommendations will not provide an excuse for governments to incapacitate the system by further cutbacks."

While not opposed to the concept of the organic development of English as a living language, I cannot see that this cause is still well served by using the solecistic cliché "hopefully" in place of such words as "I hope that".

K. C. Westfold

whose papers and other contributions during the past six years are deemed of the highest scientific merit, account being taken only of investigations described for the first time, and carried out by the author mainly in these countries. Nominations and publications should be submitted to the Royal Society of New South Wales by August 31. The Royal Society of NSW — the Edgeworth David Medal — 1977

The award is made for work done mainly in Australia or its territories or contributing to the advancement of Australian science. Nominations close August 31.

Philips International Institute — postgraduate scholarships 1978

For graduates in electrical engineering, physics or related subjects. Tenable for one year in Holland. Fares, living allowance paid. Applications close on September 1.

Australian Federation of University Women — A.C.T. bursary

Tenable for up to 4 weeks at Ursula College, ANU, preferably during the 1977/78 long vacation. Free board and accommodation. Applications close September 15.

Queensland Association of University Women. An award valued at approximately \$3,500 is offered annually to a member of the IFUW for postgraduate study. Applications close in Queensland on September 30.



'Cellist John Kennedy and pianist Brian Chapman . . . to perform at Monash this month.

## TWO RECITALS HONOR A MASTER COMPOSER

Beethoven died 150 years ago. A concert and a lecture-recital series at Monash this month pay tribute to his music.

An academic from Monash University and one from Melbourne will be donning their second caps — those of concert performers — in a Beethoven recital to be held in Robert Blackwood Hall.

They are Brian Chapman, of the physiology department at Monash, and John Kennedy, of Melbourne's music faculty.

But it's not a dilettante's night out. Brian, a pianist, and John, a 'cellist, are renowned public and ABC radio performers.

Their Monash recital will be held on Saturday, July 30 at 8.15 p.m.

The all-Beethoven program will consist of the seven variations on a theme from Mozart's opera, "The Magic Flute," the "Appassionata" sonata, and the two great sonatas for cello and piano in C and A major.

Tickets for the RBH concert cost \$4 for adults, \$2 for students and pensioners.

Phone 560 0802 (L. Chapman) or 544 5448 (RBH) for bookings.



A former Monash academic now resident overseas will present three Beethoven lecture-recitals at the University this month.

They will be given by Professor Michael Brimer, a Beethoven specialist, on July 16, 17 and 18. Starting at 8 p.m. they will be held in the music department auditorium on the 8th floor, south extension, of the Menzies Building.

Professor Brimer was a senior lecturer in the music department at Monash from 1965 to 1970. While on campus he performed frequently in the department's lunchtime concert series and as a soloist with the Melbourne Symphony Orchestra.

In 1970 he took up the Chair of Music at Durban and is currently Dean of the Music Faculty at Capetown University.

As well as a distinguished pianist, Professor Brimer is an organist and conductor.

His Monash recitals are being sponsored by a generous grant from the

Vera Moore Fund, established recently to promote such ventures in the performing arts.

Admission is free.

## JULY DIARY

5-7: EXHIBITION — "The Maak," an exhibition of selected worship, dance and theatre masks. 10 a.m.-5 p.m. Exhibition Gallery, Menzies Building. Admission free. Inquiries: ext. 2112.

5-8 11-15: YOGA CLASSES: Enrolments for new classes beginning this month will be taken at the society's table in the Union foyer between 12 noon and 2.30 p.m. Separate classes are available for men and women and are open to members of staff. Enquiries ext. 3278.

5-23: PLAY — "The Cherry Orchard" by Anton Chekhov. Presented by Alexander Theatre Company, directed by Peter Oyston. Nightly at 8.15 p.m. Alex Theatre. Admission: adults \$5.50, students \$2.80.

5-23: EXHIBITION — "The First Australians." Exhibition of rare books and photographs. Rare Books Section, Main Library. 9 a.m.-5 p.m. Admission free. Inquiries: ext. 3348.

5: BLACK STUDIES LECTURE — "Aboriginal Health," by Bobbi Sykes. 1 p.m. Lecture Theatre R4. Admission free. Inquiries: ext. 3348. Lecture repeated at 6.15 p.m. Arts Assembly Room SG01.

6: LECTURE — "Administration of Estates and Probate," by Mr L. McCredie. Seventh in a series of Law and the Citizen lectures presented by Monash Faculty of Law. Other lectures in series will be on "Adoption" (July 13) and "Marriage and Divorce" (July 20). For further information contact ext. 3331, 3377.

SEMINAR: "Transport Influences on Residential Location Choice" by Mr W. Young, senior tutor in civil engineering. 2.15 p.m. Rotunda Theatre R6.

7: LECTURE — "Industrial Property and the Trade Practices Act." Tenth in a series of Trade Practices lectures presented by Monash Faculty of Law. For further information contact ext. 3303, 3365.

8: LECTURE — "Stonehenge and Ancient Egypt: the mathematics of radiocarbon," by Dr R. M. Clark. Of special interest to 5th and 6th form students. Pres. by Monash Department of Mathematics. 7 p.m. Lecture Theatre R1. Admission free. Inquiries: ext. 2550.

9: COMPETITION STATE FINAL — Australian Broadcasting Commission. Instrumental and Vocal Competition. 8 p.m. RBH. Admission free. Phone 544 5448 for entree card.

11: LUNCHTIME CONCERT — Petra String Quartet. Sonia Hyland (violin), Robert Macindoe (violin), Simon Oswald (viola), Susan Pickering (cello). Works by Bartok, Sculthorpe. 1.15 p.m. RBH. Admission free.

12: LECTURE — "The Politics and Economics of Development in Thailand since 1945," by Dr Puey Ungphakorn, former Rector of Thammasat University, Bangkok. Pres. by Monash Centre of Southeast Asian Studies. 11 a.m. Room 515, Menzies Building. Admission free. Inquiries: ext. 2197.

## Alex. issues a playful invitation to dance

The Alexander Theatre Company's 1977 winter season is underway with two well-known plays, "The Cherry Orchard" and "The Crucible" directed by Peter Oyston.

And the Alexander Theatre is making a bid to persuade Monash staff and students to "stay at home" to be entertained rather than venture into the city.

Currently being performed is Anton Chekhov's "The Cherry Orchard". It plays nightly at 8.15 p.m. and closes on July 23.

The second play, Arthur Miller's "The Crucible", will run from July 27 to August 20, nightly at 8.15 p.m. with intermediate sessions at 5.15 p.m. on Friday, July 29 and on Tuesdays and Thursdays throughout the season.

Tickets to see both plays cost \$9 for adults and \$5 for students. Single plays are \$5.50 for adults and \$2.80 for students. Group concessions are available. Contact the Alexander on 543 2828 for bookings.

To encourage a little more local interest in the local product the Alexander Theatre has sent copies of the following poem, along with season brochures, to Monash staff. It is titled "The Academic Quadrille", with epilogues to Lewis Carroll.

"Will you walk a little faster?" said Professor to a snail

"There's a theatre close behind us, and it's treading on my tail".

See how eagerly lecturers and tutors all advance!

Hava coma as far as the Rotunda — will you come and join the dance?

Will you, won't you, will you, won't you, will you join the dance?

Will you, won't you, will you, won't you, will you join the dance?

You can really have no notion how delightful it will be.

"But I always drive into the city, just to see the M.T.C."

But the snail replied, "Too far, too far!" and gave a look askance —

Said "Waltzing off sounds great, but why not stay at home and dance."

But they would not, could not, would not, could not, would not join the dance.

Simply would not, could not, would not, could not, would not join the dance.

"See, I never know what's on there," the teaching fellow cried

"Don't you read the mail we send you?" Alexander Snail replied —

"You can start today by reading the brochure in your hands."

Turn not anaemic, pale aca-demic, but come and join the dance.

Will you, won't you, will you, won't you, will you join the dance?

Will you, won't you, will you, won't you, will you join the dance?

BLACK STUDIES LECTURE — "Aboriginal Art and Culture," by Wandjuk Marika. 1 p.m. Lecture Theatre H4. Admission free. Inquiries: ext. 3348. Lecture repeated at 6.15 p.m. Arts Assembly Room SG01.

13: COLLOQUIUM: "Construction and its Problems in South East Asia," by Professor David Scott of the Asian Institute of Technology, Bangkok. 1.15 p.m. Engineering Faculty Conference Room, G15/1.

ABC GOLD SERIES — Melbourne Symphony Orchestra. Conductor, Charles Dutoit; soloist, Kyung-Wha Chung. Works by Walton, Bruckner. 8 p.m. RBH. Admission: adults A. Res. \$5.90, B. Res. \$4.50; C. Res. \$3.10; students A. Res. \$4.50, B. Res. \$3.10, C. Res. \$2.40.

14: LECTURE — "Coloristic Experimentation in the Creation of Baroque Style," by Professor Charles Dempsey, visiting American art-historian. Pres. by Monash Department of Visual Arts. 1 p.m. Lecture Theatre H2. Admission free. Inquiries: ext. 2112.

16: PIANO RECITAL by Leslie Howard. Works by Grieg, Beethoven, Stravinsky/Agosti, Liszt, Glazunov. 8.15 p.m. RBH. Admission: adults \$5, students \$2.50.

SATURDAY CLUB — Film: "Battle of Billy's Pond", presented by Australian Council for Children's Film and Television. 2.30 p.m. Alex Theatre. Admission: Adults \$2.50, children \$1.75.

16,17,18: LECTURE-RECITAL — Analysis and performance of Beethoven's piano sonatas, by Professor Michael Brimer, Dean, Faculty of Music, University of Capetown. Pres. by Monash Department of Music with assistance from the Vera Moore Fund. 8 p.m. Music Auditorium, 8th floor, Menzies Building. Admission free. Inquiries: ext. 3240.

17: FESTIVAL FINAL of The Yamaha International Electone Organ. 8 p.m. RBH. Admission: adults \$3.50, children and pensioners \$1.50.

18: MIGRANT STUDIES SEMINAR — "Migrant Women in Industry," by Toula Nikolaou, co-author of the research report "But I wouldn't want my wife to work there." 7.30 p.m. Rooms 245/250, Education Building. Admission free. Inquiries: ext. 2872.

LUNCHTIME CONCERT — Pro Arte Quintet. Gerard Zinsstag (flute), Francis Hunter (oboe), Pamela Hunter (clarinet), Niklaus Frisch (horn), Erich Zimmermann (bassoon). Works by Farkas, Huber, Stamitz, Arnold. 1.15 p.m. RBH. Admission free.

19: BLACK STUDIES LECTURE — "Community Organisation," by Kevin Gilbert. 1 p.m. Lecture Theatre H4. Admission free. Inquiries: ext. 3348. Lecture repeated at 6.15 p.m. Arts Assembly Room SG01.

21: CONCERT — Aeolian Quartet and Kenneth Essex, presented by Musica Viva. Works by Brahms, Seiber, Mozart. 8.15 p.m. RBH. Admission: adults A. Res. \$5, B. Res. \$4; students B. Res. only, \$2.

LECTURE — "Pietro Testa: Lucca, Liberty and the Pursuit of Happiness," by Dr Elizabeth Cropper, visiting American art-historian. Pres. by Monash Department of Visual Arts. 1 p.m. Lecture Theatre H2. Admission free. Inquiries: ext. 2112.

LECTURE — "Circular Migrants: a Jakarta Vignette," by Lea Jellinek. Pres. by Monash Centre of Southeast Asian Studies. 8 p.m. Lecture Theatre R4. Admission free. Inquiries: ext. 2197.

22: CONCERT — Australian Contemporary Music Ensemble. Director, Keith Humble. Works by Sitsky, Martino, Boucourechliev, Gerhard. 8.15 p.m. RBH. Admission free.

LECTURE — "Computing Orbits," by Dr J. O. Murphy. Of special interest to 5th and 6th form students. Pres. by Monash Department of Mathematics. 7 p.m. Lecture Theatre R1. Admission free. Inquiries: ext. 2550.

23: CONCERT — The Deutsche Zupforchester presented by The Melbourne Mandolin Orchestra. Works by Vivaldi, Behrend, Woelk. 8 p.m. RBH. Admission: adults \$4, students and pensioners \$2.50.

SATURDAY CLUB — "Let's Get Inside," presented by Victorian College of the Arts. 2.30 p.m. Alex. Theatre. Admission: adults \$2.50, children \$1.75. Performance repeated July 30.

Saturday Club memberships (at \$6 for four programs) are still available.

24: MYER YOUTH CONCERT SERIES — Melbourne Youth Orchestra and the Percy Grainger Youth Orchestra. Conductors, John Hopkins and Bruce Worland. 2 p.m. RBH. Admission free.

25: LUNCHTIME CONCERT — Keith Humble. Works by Don Banks, Keith Humble, George Crumb. 1.15 p.m. RBH. Admission free.

26: BLACK STUDIES LECTURE — "Race Relations," by Gary Murray. 1 p.m. Lecture Theatre H4. Admission free. Inquiries: ext. 3348. Lecture repeated at 6.15 p.m. Arts Assembly Room SG01.

27-Aug 20: PLAY — "The Crucible," by Arthur Miller. Presented by Alexander Theatre Company, directed by Peter Oyston. Nightly at 8.15 p.m. Alex. Theatre. Special matinees for schools: 5.15 p.m., July 2, 9, 16; August 4, 11, 18. Admission: adults \$5.50, students \$2.80. Special price for "The Cherry Orchard" and "The Crucible": adults \$9, students \$5.

28: LECTURE — "Wages and Working Conditions of Industrial Workers," by Chris Manning. Pres. by Monash Centre of Southeast Asian Studies. 8 p.m. Lecture Theatre R4. Admission free. Inquiries: ext. 2197.

30: CONCERT — Brian Chapman (piano), John Kennedy (cello). Works by Beethoven. 8.15 p.m. RBH. Admission: adults \$4, students and pensioners \$2.

## MONASH REPORTER

The next issue of Monash Reporter will be published in the first week of August. Copy deadline is Monday, July 25.

Contributions (letters, articles, photos) and suggestions should be addressed to the editor, (ext. 2003) c/- the information office, ground floor, University Offices.